

Teacher(s): Johnson

Subject: World History

Week of: Dec 11 – 15, 2017

Week: 18

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSWH 6 Describe the diverse characteristics of early African societies before 1500 CE/AD. (Quiz) SSWH 12 Describe the development and contributions of the Ottoman, Safavid and Mughal empires. a. Describe the development and geographical extent of the Ottoman, Safavid, and the Mughal Empires.	Do Now: Guided Instruction (<i>We do</i>)- 5 min quick study Opening: Focused Instruction (<i>I do</i>)- Review quiz instructions and work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- Complete WH 6 Casino/Combo quiz and turn in WH 6 Classwork material Collaborative Learning (<i>You do together</i>)- in pairs, begin work on Nystrom Atlas Activity 53 – Rise of the Ottoman Empire Closing: Guided Instruction (<i>We do</i>)- Which of the 3 empires came first? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Nystrom Activity 53 	Formative: Teacher Observation Q&A Classwork turn in WH 6 Quiz Summative:
	Purpose: to provide the students with an opportunity to validate their learning on WH 6 and introduce WH 12 through an atlas activity			
Tues	Standard(s): SSWH 12 Describe the development and contributions of the Ottoman, Safavid and Mughal empires. a. Describe the development and geographical extent of the Ottoman, Safavid, and the Mughal Empires. b. Describe the cultural contributions of the Ottoman, Safavid and Mughal Empires	Do Now: Guided Instruction (<i>We do</i>)- What did the Ottomans call their capital? Opening: Focused Instruction (<i>I do</i>)- review work session; assist as needed Work Session: Collaborative Learning (<i>You do together</i>)- in pairs, Complete Nystrom activity 53 Independent Learning (<i>You do alone</i>)- using textbook complete GN 18-1 The Ottomans Build a Vast Empire OR Collaborative Learning (<i>You do together</i>)- in pairs, Complete GN 18-1 Closing: Guided Instruction (<i>We do</i>)- The loss of which city ended the Byzantine rule? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Nystrom Activity 53 GN 18-1 	Formative: Teacher Observation Q&A Summative:
	Purpose: To provide the students with the basic information on the Ottoman empire			
Weds	Standard(s): SSWH 12 Describe the development and contributions of the Ottoman, Safavid and Mughal empires. a. Describe the development and geographical extent of the Ottoman, Safavid, and the Mughal Empires. b. Describe the cultural contributions of the Ottoman, Safavid and Mughal Empires	Do Now: Guided Instruction (<i>We do</i>)- What was the leader of the Ottomans called? Opening: Focused Instruction (<i>I do</i>)- review work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- using textbook complete GN 18-2 The Safavid Empire and GN 18-3 The Mughal Empire in India OR Collaborative Learning (<i>You do together</i>)- in pairs, using textbook complete GN 18-2 The Safavid Empire and GN 18-3 The Mughal Empire in India Closing: Guided Instruction (<i>We do</i>)- Waa the Safavid empire Sunni or Shi'a? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> GN 18-1 & 18-2 	Formative: Teacher Observation Q&A Summative:
	Purpose: To provide the students with the basic information on the Safavid and Mughal Empires			

Thurs	Standard(s): SSWH 12 Describe the development and contributions of the Ottoman, Safavid and Mughal empires. a. Describe the development and geographical extent of the Ottoman, Safavid, and the Mughal Empires. b. Describe the cultural contributions of the Ottoman, Safavid and Mughal Empires	Do Now: Guided Instruction (<i>We do</i>)- 5 min quick study Opening: Focused Instruction (<i>I do</i>)- Review quiz procedures and work session Work Session: Independent Learning (<i>You do alone</i>)- Complete WH 12 Casino/Combo quiz and turn in WH 12 Classwork material Closing: Guided Instruction (<i>We do</i>)- Which of the 3 empires was the most important? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A Classwork turn in WH 12 Quiz
	Purpose: To provide the students with an opportunity to validate their knowledge on the empires discussed in WH 12			Summative:
Fri	Standard(s): SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD. SSWH 6 Describe the diverse characteristics of early African societies before 1500 CE/AD. SSWH 12 Describe the development and contributions of the Ottoman, Safavid and Mughal empires.	Do Now: Guided Instruction (<i>We do</i>)- Prepare all unit material (WH 5,6,12) for review Opening: Focused Instruction (<i>I do</i>)- Review work session procedures Work Session: Guided Instruction (<i>We do</i>)- Discuss and develop all materials handed out and quiz weaknesses in preparation for Unit exam (WH 5,6,12) Closing: Guided Instruction (<i>We do</i>)- What are your areas of weakness that you must work on over the weekend? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A
	Purpose: To prepare the students for the unit exam over WH 5,6,12 next Monday			Summative: